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| **Title: ELA Unit 1: Life Lessons** | | **Grade Level/Course: 6th Grade / ELA** | |
| **Unit: Life Lessons** | **Lesson #: NA** | | **Duration: 3-4 weeks** |

**Overview of the unit/lesson** – Write a brief annotation of the unit describing the purpose, concepts, and intended outcomes.

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| This unit is designed to build and enrich students’ knowledge and understanding of the life lessons embedded within various informational and literary genres. Students will practice reading closely as they analyze excerpts from the text *Chicken Soup for the Teenage Soul: Stories of Life, Love and Learning* and other related novels, articles, videos, and short stories.  Overview Disclaimer: This unit uses *Chicken Soup for the Teenage Soul: Lessons in Life, Love, and Learning* as an example and can easily be substituted with any age appropriate self-help anthology/collection. In addition, the extended texts which follow are intended to only be samples and can easily be substituted based on teacher/student need and purpose as long as the extended text remains focused on the appropriate theme of life lessons. Please refer to the resource section for other pertinent suggested texts. Review all texts and related materials prior to instruction. |

**Standards** – List the priority standards as well as the supporting standards that are used in the unit. Write the standard coding number and the description.

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| Priority (#/Deconstructed Standards)  ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,  organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented. |
| Supporting (#/Deconstructed Standards)  ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the  impact of a specific word choice on meaning and tone.  ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems;   historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).   1. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text,   distinguishing claims that are supported by reasons and evidence from claims that are not”).  ELACC6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or  a day or two) for a range of discipline-specific tasks, purposes, and audiences.  ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6  topics, texts, and issues, building on others’ ideas and expressing their own clearly.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary  knowledge when considering a word or phrase important to comprehension or expression. |

**Learning targets** – Write 3-5 “I Can” statements of what students will understand, know, and be able to do by the end of the unit.

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| I can cite text based evidence to support an analysis of informational texts. (ELACC6RI1)  I can determine the meaning of words and phrases used in informational texts, including figurative, connotative, and technical meanings. (ELACC6RI4)  I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (ELACC6W2)   * I can introduce the topic of my text. * I can develop the topic with relevant facts, definitions, concrete details, and quotations. * I can use transitions to clarify relationships among my ideas. * I can use contextually specific language/vocabulary to inform or explain about a topic. * I can establish and maintain a formal style in my writing. * I can construct a concluding statement or section of an informative/explanatory text. |

**Formative/Summative Performance-based Assessment** – Describe the assessments for determining if the unit standards are met. Refer to scoring guide **(APPENDIX A)**.

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| Summative: What do the stories and articles from this unit/module teach us about life? Use evidence from the various texts to support your ideas and those of the authors. Create an informative brochure for a younger student which explains how the authors of these texts teach lessons of life. Your brochure must include examples of how characters, both fictional and true to life, deal with the growing pains of life using evidence from the various medias to which you have been exposed throughout the duration of this unit. |

**Skill Building Instructional Tasks** – Describe the instructional tasks that students will engage in to meet the intent of the listed standards. Tasks should address the key shifts in the Common Core GPS (reading closely and at increasingly complex levels, using text-based evidence, increasing academic vocabulary). Tasks should be in a progressive order in rigor and complexity. Include the diagnostic or pre-assessments and formative assessments at the appropriate time. Define the type of assessment (diagnostic or formative assessment). Describe the role of the teacher and the student. Include strategies for differentiation and scaffolding. If available, include a sample piece of student work. Include plan for first line remediation and enrichment.

**Resources** – List the resources to support the instruction in this unit. Include the primary, extended text and the type (informational, literary).

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| Extended Text(s)  *Chicken Soup for the Teenage Sou*l: “Tigress,”  “ Reaching Out to a Stranger,”  and “Betty Ann”  Suggested alternates for the extended text:  *Chicken Soup for the Kid’s Soul*  *The 7 Habits of Highly Effective Teens* by Sean Covey  *Possibilities: A Supplemental Anthology for Career Choices* edited by Janet Goode and Aubrey Bingham  *Saying Goodbye to Your Pet: Children Can Learn to Cope with Grief* by Marge Heegaard  *Coping with Sorrow on the Loss of Your Pet* by Mara Anderson Allen  Alternate to “Betty Ann”: “Lessons in Baseball” | Short Texts | Informational Texts  [www.helpguide.org/mental/grieving-pets.htm](http://www.helpguide.org/mental/grieving-pets.htm)  [www.pawschicago.org](http://www.pawschicago.org)  <http://www.nlchp.org/hapia_causes.cfm>  <http://www.familyhomelessness.org/media/369.pdf>  <http://www.familyhomelessness.org/children.php?p=ts>  <http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.shtml>  “School Bullying is Nothing New…” article can be found at:  <http://www.apa.org/research/action/bullying.aspx>  “Expert Interview…” article can be found at:  <http://www.dosomething.org/tipsandtools/our-interview-bullying-expert>  “Bully Free Middle School Guide” can be found at:  <http://www.bullyfree.com/site/files/BullyFree_MiddleSchoolGuide.pdf> | Other Resources  Coping with the Death of your pet. **(APPENDIX B)**  Depth of Knowledge Informational Chart **(APPENDIX C)**  General Rubric for Assessing Work with Analyzing Text **(APPENDIX D)**  Student-created cause and effect graphic organizer  “Betty Ann” can be found online at:  https://docs.google.com/document/d/  1GQRR5iUBKjq3Tfdf108maom  VwNGcvE9NUEAVq7GCZj4  /preview?pli=1  Text Structures handout can be found online at:  <http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>  “Cause & Effect with Grog the Zombie and Sheep” can be found at:  http://www.youtube.com/watch?v=vvqAKr7oomk  “Reading Strategy for Nonfiction Cause and Effect” can be found online at:  swcta.net/davis/files/2011/09/Cause-and-Effect-powerpoint.ppt  Student created Cornell notes  Student created flow chart  “Bullied Kid Turns Survivor” can be found at:  <http://www.cbsnews.com/video/watch/?id=7327482n>  “Identify Text Features in Nonfiction – Lesson 3 of 7 can be found at: <http://www.youtube.com/watch?v=PrubY7WD9yQ>  “Preview a Nonfiction Text – Lesson 1 of 7 can be found at: <http://www.youtube.com/watch?v=X3kXnd4IR1I> |

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| **Title: Tigress** | **Grade Level/Course: Grade 6 / ELA** | |
| **Unit: Life Lessons** | **Lessons #: 1 through 6** | **Duration: 6-9 days** |

**Overview of the unit/lesson** – Write a brief annotation of the unit describing the purpose, concepts, and intended outcomes.

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| Lessons 1-6 Overview: Establish appropriate behaviors conducive to student collaboration. With teacher guidance and peer support, the students will use textual evidence to support inferences drawn from various nonfiction and fiction texts. Several mini lessons are embedded in order to instruct students how to read closely in order to use textual evidence to support inferences. In addition, the students will begin to merge knowledge gained from various sources and personal experiences in order to make inferences. |

**Standards** – List the priority standards as well as the supporting standards that are used in the unit. Write the standard coding number and the description.

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| Priority (#/Deconstructed Standards)  ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC6RI4: Determine the meaning of unfamiliar words and phrases as they are used in text, including figurative, connotative, and technical meanings. |
| Supporting (#/Deconstructed Standards)  ELACC6SL1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  ELACC6SL1b: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly (b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression  ELACC6RL10: by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range. |

**Learning targets** – Write 3-5 “I Can” statements of what students will understand, know, and be able to do by the end of the unit.

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| I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (ELACC6RI1)  I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (ELACC6SL1b)  I can determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (ELACC6RI4)  I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. (ELACC6RL4) |

**Formative/Summative Performance-based Assessment** – Describe the assessments for determining if the unit standards are met. Attach scoring guide.

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| Formative: Students will be evaluated using a checklist for modeling appropriate collaboration.  Formative: Write a paragraph response to the following: How did “Tigress” and the pet related article/brochure teach you about life lessons? This will be assessed using a rubric. **(Refer to APPENDIX D as listed in the “other” resources section of the overview.)**  Formative: Students will be evaluated using a checklist for citing textual evidence, response to questions, and their ability to make inferences.  Formative (3-2-1 Assessment)—List 3 things learned; 2 things not understood and 1 question. This can be used as a ticket out the door for individuals or groups  Formative: The students and teacher will evaluate the work and collaborative effort of the small groups, pairs, or individual using a checklist of model behaviors of collaboration  Formative: Ticket Out the Door  Formative: A scoring guide will be used to assess that proper steps were followed for each unfamiliar word. |

**Skill Building Instructional Tasks** – Describe the instructional tasks that students will engage in to meet the intent of the listed standards. Tasks should address the key shifts in the Common Core GPS (reading closely and at increasingly complex levels, using text-based evidence, increasing academic vocabulary). Tasks should be in a progressive order in rigor and complexity. Include the diagnostic or pre-assessments and formative assessments at the appropriate time. Define the type of assessment (diagnostic or formative assessment). Describe the role of the teacher and the student. Include strategies for differentiation and scaffolding. If available, include a sample piece of student work. Include plan for first line remediation and enrichment.

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| **Lesson 1**   * Beginning: As the sixth grade students enter their middle school experience, the teacher may want to address appropriate actions and behaviors for collaborative work that will expected. The students may need to consider the following questions: What is a good discussion? How do students speak to each other? What do responsible members of a collaborative group need to accomplish while working together? The teacher may also want to discuss the essential vocabulary that the students need to understand in order to meet the SL1 Standard on collaborative work. Example questions for the vocabulary are: What do the terms *collaboration* and *collegial* conversation mean? * Middle: Within groups, the students will brainstorm appropriate behaviors conducive to collaboration as teacher facilitates. The teacher may want to travel around and engage in the discussion with the groups and provide support if needed **(APPENDIX E).** Within groups, the students will create anchor charts illustrating those behaviors. * End: Charts will be shared whole group and displayed in the classroom for future reference.   **Mini Lesson: Close Read** **(before continuing with Lesson 2)**  ***Session 1 – Teacher Led*** Teacher introduces the day’s passage with minimal commentary and students read it independently.  * Option 1 – Rudyard Kipling  Article: Brief : Article: “Rudyard Kipling” can be found at: http://www.poetryfoundation.org/bio/rudyard-kiplingOption 2 – BBC History: Rudyard Kipling—“Biography of Rudyard Kipling” can be found at: http://www.kids4classics.com/rudyard\_kipling  * Teacher then reads the passage out loud to the class as students follow along in the text. * Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.   + How would you describe Rudyard Kipling? What conclusions can be drawn from the fact that Kipling referred to the boarding house as a “House of Desolation”? Option 1 (desolation – dreariness; barrenness)   + What does Kipling’s acceptance of the Nobel Prize for Literature reveal about his view of this award compared to the awards he turned down? Can you explain how the death of Kipling’s son, John, influenced his selection of the inscription “Their Name Liveth For Evermore.”   ***Session 2 – Student Led***   * Students record unfamiliar vocabulary from the article and attempt to determine meaning in context. * Students read Rudyard Kipling’s “If” independently with minimal commentary. * In small groups students will re-read “If” and work collaboratively to discuss the next set of text-dependent questions.   + How does Kipling attempt to convince his readers to become men?   + Discuss the qualities that Kipling states a man must have.   + How does the connotative meaning of the word *imposters* impact the meaning of *Triumph* and *Disaster*? (imposter – one who practices deception under an assumed identity or name) * Formative Assessment ( 3-2-1 Assessment)—List 3 things learned; 2 things not understood and 1 question. This can be used as a ticket out the door for individuals or groups. * Extension: Students look at other works of poetry by other authors that have a similar theme or message and write a poem with an opposing view.   **Lesson 2**   * Beginning: Introduce target/standard. The students need to begin to have a clear understanding of the target which is: "I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text."The teacher may want to define *cite* and *evidence* as well as choosing 3-4 tier two academic vocabulary words from the passage. * Middle: The teacher will provide a pet related article/brochure to be read individually. (There are articles listed in the resource section and there is a sample of a brochure provided. The brochure was adapted from information taken from www.humanesociety.org). * The teacher may want to take into consideration the needs of the students and how well they can successfully read and understand the article or brochure. * The teacher has created 8-10 general text-dependent questions **(APPENDIX F)** which require students to cite textual evidence. (Depending on the needs of your students: students could choose randomly, do all questions independently, or a few as a group.) The students will then be asked to go back to the article/brochure and underline/highlight the evidence to support their answers. (This activity was created with progression of learning in mind. The questions are general in nature and the purpose of the lesson is to teach the students the importance of using the information in the text to answer questions. The lessons that are later in the unit will require this skill to be mastered and practiced with ease while analyzing text.) * End: As a group, discuss the question, answers, and evidence found by each member and share whole group.   **Mini Lesson: Inferences (Use teacher discretion as you may want to teach this another time.)**   * Students will brainstorm what the term inference means informal through think-pair share. Upon completion, the teacher will post all responses on chart paper in front of the class. * Teacher led discussion is driven by the “literary equation” BK + TC -1 (background knowledge plus text clues equals an inference). This will provide students with a concise visual reminder that in order to achieve a deep understanding of a specific text, the reader must merge prior knowledge with textual clues. * The teacher will model how to use the literary equation to determine the meanings of unfamiliar words. * The teacher will distribute copies of an informational article (http://www.nichp.org/hapia\_causes.cfm) and project the same article for whole group viewing. In addition, the teacher will distribute white paper/chart paper for student use. On the white paper, have students create four columns with the following headings: Word, Inferred Meaning, Text Clues, and Sentence * The teacher will begin to read the article aloud and will locate an “unfamiliar” word. At that time, the teacher will stop and model the thinking process. First, I need to look at context clues to see if meaning can be obtained (TC). Second, I need to look at whether or not I have any prior knowledge of this word (BK). Finally, I need to merge those two into my understanding of the meaning and use the term in an original sentence. * Working in pairs, the students will continue to read the article stopping and determining meaning of unfamiliar words as they are encountered. (Please preview the article ahead of time in order to ensure on appropriate level of difficulty). * Upon completion, students will share examples with whole group. * The teacher will distribute a second article. (http://www.familyhomelessness.org/media/369.pdf) * Individually, the students will complete the preceding. Upon completion of the charts, students will share as a whole group.   **Formative Assessment for mini-lesson on inferences: (See APPENDIX G.)**  Differentiation: For more advanced groups, pairing may not be necessary. Also keeping your students in mind, choose articles of vary degrees of difficulty.  Other resources:  <http://www.familyhomelessness.org/children.php?p=ts>  <http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.shtml>  **Lesson 3**   * Beginning: The students will read “Tigress” or another selection or text that addresses coping with loss and/or death. * Middle: The teacher may want to bring the students together into a discussion to review the work that was completed the lesson before. The students will be using the information that they gathered and cited from an article or brochure and merge that information into their thinking in order to answer more rigorous questions. Merging knowledge gained from this reading with knowledge gained from the previous pet related article/brochure, the students will answer two teacher created text-dependent/inference type questions. The students may work on the this project independently or in small groups. *(Based on what you have learned about grief, why do you think Jesse jerked away from the veterinarian and did not allow the veterinarian to see his face? Based on what you have learned about how to treat a child dealing with the loss of a pet, why do you think Jesse acted with bravery during his experience with losing Tigress?)* * Answers will be shared whole group. * See the example Graphic Organizer, "*Tigress, Coping with the Death of a Pet*" **(APPENDIX H**). The teacher may want to create an organizer that best fits the needs of his/her students. This organizer could also be a plan for an anchor chart. * End: The students will then write a brief response to the following question: How did “Tigress” and the pet related article/brochure teach you about life lessons? Make sure to cite textual evidence.       **Lessons 4 and 5:** (The duration of this lesson make take more than one session.)   * Beginning: Using “Reaching Out to a Stranger”, the students will begin to make more sound inferences by learning to merge background knowledge and textual clues. * The following activities were designed for the students to gather their background knowledge and to merge new thinking into their schema.   + Build background knowledge: Share “intersection” and/or “mathematical” visual to illustrate understanding of what inferences actually are and how they deepen critical thinking. (BK+TC=Inferences) What do you already know about the homeless? Begin brainstorming within small groups and share samples with whole group. Create a T-chart to illustrate.   + The students will view “Hard Time Generation,” a CBS interview of homeless children in America/South Florida. These will then be shared whole group. *(There are many articles and videos available on the internet. The idea behind sharing a video is to engage the students and also to cultivate an atmosphere of awareness. The teacher may want to preview and collect a variety of resources to share with the students.)*   + Examples will be shared illustrating how to extract evidence from visual media. The following ideas can be used to teach students how to draw inferences from images, features, and words:     - Explain what it is to infer by playing a version of charades. Make a face that looks frightened and ask kids what they infer. Act as if you are crying and ask them what they infer. If they say scared the first time and sad the second time, explain to them that they are inferring. They are taking what they know, their background knowledge and merging it with clues.     - Write this inferring equation on chart paper: BK+TC=I (Background Knowledge plus Text Clues equals an Inference). Share how you take what you know and merge it with text clues to draw a conclusion about something. Explain that when information is written in the text, you often have to infer to get an answer. Photos are a great place to demonstrate inferring. You might show a picture of a rhinoceros standing in an defensive pose. Share how you infer that the horns are used to keep predators away.     - Collaborative Practice: Engage the students in the process. Have them look through a variety of pictures and digital images about the homeless and jot down their inferences and then talk to a partner about them.     - After viewing the videos and/or images the students will then go back to their T-charts and add specific evidence from the video to support new knowledge gained. * End: After the students have gathered information, the teacher may want to conduct a group discussion on how the student's schema may have changed after gathering evidence and discovering information on the topic of homeless people. * An idea for enrichment could be to compare and contrast other periods in history when financial problems were at the forefront of the news.   **Lesson 6:**   * Beginning: (Note about learning progression: The first lessons dealing with "Tigress" were created to teach students the importance of citing evidence when answering text dependent questions. The first questions were general in nature. The next lessons moved into expecting the students to infer using explicit evidence from the text and their own background knowledge to answer text dependent questions. Lesson Six will continue with the progression. The students will be expected to analyze the story, "Reaching Out to a Stranger" and create an analysis of what they infer about the decisions and actions of the characters based on evidence gathered from the informational text or images provided. The students will be asked to complete an organizer. The teacher may want to make instructional decisions after this point of the unit. When the students are able to organize their inferences using evidence from a text, the teacher may want to move forward to writing analytical essays about the students' thinking.) * The students will read the story, "Reaching Out to a Stranger". (The teacher may want to use another story from another anthology or resource. The text will need to be about awareness with the homeless.) * The teacher may want to refer to the T Chart that exhibits the group's thinking and learning concerning the topic of homeless people and families. * Middle: (See the resource: *Organizing Evidence to Create Inferences.* **(APPENDIX I)** The teacher will need to adjust or create an organizer that meets the needs of his/her teaching style and the needs of the students.) * The teacher may want to follow the Gradual Release of Responsibility when giving instructions for this activity. Example:   + The teacher may want to model and think through a text-dependent question and how he/she used BK+TC=Inference.   + The teacher may want to think through the next text-dependent question with the group.   + The teacher will instruct the students to work independently to complete the remaining questions on the document. * End: The teacher may want to move forward with this activity and ask the students to create an essay to summarize the story, "Reaching Out to a Stranger," making sure to include inferences that were made along with evidence from the text. |

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| **Resources for the above lessons are located in the Unit Overview.** |

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| **Title: “Betty Ann”** | | **Grade Level/Course: 6/ELA** | |
| **Unit: Life Lessons** | **Lesson #: 7** | | **Duration: 1 day** |

**Overview of the unit/lesson** – Write a brief annotation of the unit describing the purpose, concepts, and intended outcomes.

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| After reading a short story about the causes and effect of bullying in schools, students will be able to cite textual evidence identifying the causes and effects of bullying. They should be able to write an explanatory paragraph that conveys their ideas, focusing on introduction of the topic and organization of ideas. Students will work on note-taking skills to assist in writing their explanatory paragraph. |

**Standards** – List the priority standards as well as the supporting standards that are used in the unit. Write the standard coding number and the description. (e.g., ELACC3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as basis for the answers.)

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| Priority (#/Deconstructed Standards)  ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| Supporting (#/Deconstructed Standards)  ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6  topics, texts, and issues,  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Learning targets** – Write 3-5 “I Can” statements of what students will understand, know, and be able to do by the end of the unit.

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| I can cite text-based evidence to support an analysis of literary text. (ELACC6RL1)  I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.  (ELACC6W2)  I can organize ideas, concepts, and information using a strategy such as cause and effect. (ELACC6W2a) |

**Formative/Summative Performance-based Assessment** – Describe the assessments for determining if the unit standards are met. Attach scoring guide.

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| Formative (ELACC6RL1, ELACC6W2):  After identifying the main cause of the bullying, students will provide a brief explanation describing inferences they made about the life lesson of the story. Students must use their graphic organizers and discussions as well as evidence from the story to introduce their topic and organize their supporting details. Students will be given a scoring guide to ensure they have met the standard. The following items will be on the scoring guide:   * Cite evidence * Organize information (cause and effect) |

**Skill Building Instructional Tasks** – Describe the instructional tasks that students will engage in to meet the intent of the listed standards. Tasks should address the key shifts in the Common Core GPS (reading closely and at increasingly complex levels, using text-based evidence, increasing academic vocabulary). Tasks should be in a progressive order in rigor and complexity. Include the diagnostic or pre-assessments and formative assessments at the appropriate time. Define the type of assessment (diagnostic or formative assessment). Describe the role of the teacher and the student. Include strategies for differentiation and scaffolding. If available, include a sample piece of student work. Include plan for first line remediation and enrichment.

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| Activator: Open class with a game of “Telephone.” Whisper a sentence to a student and allow the whisper to spread from student to student. When the final student receives the message, compare it to the original. Follow up with a discussion: How is life sometimes like a game of telephone?  Instruction:   * Mini-lesson: Text Structure—Cause and Effect. Students will receive direct instruction and a handout over text structures, focusing specifically on cause and effect.   + Suggested video option: “Cause & Effect with Grog the Zombie and Sheep”   + Suggested Powerpoint option: “Reading Strategy for Nonfiction Cause and Effect” * Read “Betty Ann,” as a class. * Teacher will model how to pick out exact sentences that explain why the bullying started and will model how to fill out a cause and effect graphic organizer about these events. * Students will complete the cause and effect graphic organizers in small groups (See **APPENDIX J** for examples of various graphic organizers including cause and effect). * Summarize, based on the evidence, why Betty Ann was bullied. Discuss responses as a class.   Summarizer: After identifying the main cause of the bullying, students will provide a brief explanation describing inferences they made about the life lesson of the story. Students must use their graphic organizers and discussions as well as evidence from the story to introduce their topic and organize their supporting details. Students will be given a scoring guide **(APPENDIX K)** to ensure they have met the standard. The following items will be on the scoring guide):   * Cite evidence * Organize information (cause and effect)   Extension: Read “The Gossiper.” What life lesson did the author of “Betty Ann” learn? How does this fit with the lesson taught by “The Gossiper”? |

**Resources** – List the resources to support the instruction in this unit. Include the primary, extended text and the type (informational, literary).

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| Extended Text(s)  *Chicken Soup for the Teenage Soul: Betty Ann and The Gossiper*  Alternate to “Betty Ann”: “Lessons in Baseball” | Short Texts | Informational Texts | | Other Resources  Student-created cause and effect graphic organizer  “Betty Ann” can be found online at:  https://docs.google.com/document/d/  1GQRR5iUBKjq3Tfdf108maom  VwNGcvE9NUEAVq7GCZj4  /preview?pli=1  Text Structures handout can be found online at:  <http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>  “Cause & Effect with Grog the Zombie and Sheep” can be found at:  http://www.youtube.com/watch?v=vvqAKr7oomk  “Reading Strategy for Nonfiction Cause and Effect” can be found online at:  swcta.net/davis/files/2011/09/Cause-and-Effect-powerpoint.ppt | | | |
| **Title: Bullying Nonfiction** | | | | | **Grade Level/Course: 6th Grade/ELA** | |
| **Unit: Life Lessons** | | | **Lesson #: 8** | | | **Duration:** |

**Overview of the unit/lesson** – Write a brief annotation of the unit describing the purpose, concepts, and intended outcomes.

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| After reading and viewing various informational sources on bullying, students will cite textual evidence identifying the inferred causes and effects of bullying. Students will organize their findings using the Cornell note taking strategy. Students will write explanatory compositions that convey their ideas, focusing on the introduction of a topic, the logical organization of ideas, and citing evidence to support their position. |

**Standards** – List the priority standards as well as the supporting standards that are used in the unit. Write the standard coding number and the description. (e.g., ELACC3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as basis for the answers.)

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| Priority (#/Deconstructed Standards)  ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC6RI4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.  ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast,   and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding  comprehension. |
| Supporting (#/Deconstructed Standards)  ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6  topics, texts, and issues,  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  ELACC6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Learning targets** – Write 3-5 “I Can” statements of what students will understand, know, and be able to do by the end of the unit.

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| I can cite text-based evidence to support an analysis of literary text. (ELACC6RI1)  I can determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (ELACC6RI4)  I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.  I can introduce a topic. (ELACC6W2a) |

**Formative/Summative Performance-based Assessment** – Describe the assessments for determining if the unit standards are met. Attach scoring guide.

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| Formative (ELACC6RI1, ELACC6W2):  Exit Ticket: Have students consider the various forms of texts used in the lesson. Which gave them the most insight into the dangers and consequences of bullying? Students must use their graphic organizers (Cornell notes), discussions, and evidence from the text(s) to produce a paragraph that supports their view. Students will be given a scoring guide to ensure they have mastered the standard.  The following items will be on the scoring guide:   * Introduced his/her topic clearly * Provided clear and logical explanations for their choice * Cited evidence from the source  |  |  |  |  | | --- | --- | --- | --- | |  | 1 | 2 | 3 | | Did I introduce my topic clearly? | I did not clearly introduce my topic. | I vaguely introduced my topic. | I clearly introduced my topic. | | Did I provide clear and logical explanations for my choice? | I did not provide clear and logical explanations for my choice. | I provided vague explanations for my choice. | I provided clear and logical explanations for my choice. | | Did effectively cite evidence from my source(s) to support my ideas? | I did not effectively cite evidence to support my ideas. | I cited evidence that minimally supported my ideas. | I effectively cited sources that fully supported my ideas. | |

**Skill Building Instructional Tasks** – Describe the instructional tasks that students will engage in to meet the intent of the listed standards. Tasks should address the key shifts in the Common Core GPS (reading closely and at increasingly complex levels, using text-based evidence, increasing academic vocabulary). Tasks should be in a progressive order in rigor and complexity. Include the diagnostic or pre-assessments and formative assessments at the appropriate time. Define the type of assessment (diagnostic or formative assessment). Describe the role of the teacher and the student. Include strategies for differentiation and scaffolding. If available, include a sample piece of student work. Include plan for first line remediation and enrichment.

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| Activator: Open the lesson by asking the question “Have you ever witnessed bullying?” Complete a quick-write identifying the characteristics of a bully and the characteristics of a victim of bullying. Allow students to discuss their ideas.  Instruction:   * Mini-Lesson: Text Features   + Option 1 - “Identify Text Features in Nonfiction – Lesson 3 of 7   + Option 2 - “Preview a Nonfiction Text – Lesson 1 of 7 * Have students read and view some or all of the following, making note of text features:   + “[School Bullying is Nothing New, But Psychologists Identify New Ways to Prevent It](file:///C:\Users\Crystal\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\44XCQSFA\School%20Bullying%20is%20Nothing%20New,%20But%20Psychologists%20Identify%20New%20Ways%20to%20Prevent%20It)” (list of characteristics only to compare to ideas from Activator)   + “[Expert Interview: Bullying and How to Deal When It Happens to or Around You](file:///C:\Users\Crystal\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\44XCQSFA\Expert%20Interview:%20Bullying%20and%20How%20to%20Deal%20When%20It%20Happens%20to%20or%20Around%20You)”   + “[Bullied Kid Turns Survivor](file:///C:\Users\Crystal\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\44XCQSFA\Bullied%20Kid%20Turns%20Survivor)” video * During the reading and viewing, students will apply the Cornell note-taking strategy, gathering information that identifies at least three types of *abuses (physical, mental, emotional)* directly linked to bullying. Students will use evidence from either source to support their findings.   Summarizer:   * Using the information from the Cornell notes, students will complete an Exit Ticket. Have students consider the various forms of texts used in the lesson. Which gave them the most insight into the dangers and consequences of bullying? Students must use their graphic organizers (Cornell notes), discussions, and evidence from the text(s) to produce a paragraph that supports their view.   Extension:   * Provide students with a copy of the “Bully Free Middle School Guide.” Have students identify ways to help prevent bullying. |

**Resources** – List the resources to support the instruction in this unit. Include the primary, extended text and the type (informational, literary).

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| Extended Text(s) | Short Texts | Informational Texts  “School Bullying is Nothing New…” article can be found at:  http://www.apa.org/research/action/bullying.aspx  “Expert Interview…” article can be found at:  http://www.dosomething.org/tipsandtools/our-interview-bullying-expert  “Bully Free Middle School Guide” can be found at:  http://www.bullyfree.com/site/files/BullyFree\_MiddleSchoolGuide.pdf | Other Resources  Student created Cornell notes  Student created flow chart  “Bullied Kid Turns Survivor” can be found at:  <http://www.cbsnews.com/video/watch/?id=7327482n>  “Identify Text Features in Nonfiction – Lesson 3 of 7 can be found at: http://www.youtube.com/watch?v=PrubY7WD9yQ  “Preview a Nonfiction Text – Lesson 1 of 7 can be found at: http://www.youtube.com/watch?v=X3kXnd4IR1I |